

SUPPLEMENTARY APPENDIX

Table S1. Learning objectives for the Reusable Learning Objects (RLOs) included in the preterm birth e-learning resource for education professionals. The resource is freely available for use at www.pretermbirth.info.

RLO	Content and learning objectives
1	What is preterm birth? Learning objectives: <ul style="list-style-type: none">• To define preterm birth.• To understand that the more preterm a baby is born, the greater the risk of developmental problems later in life
2	Educational outcomes following preterm birth Learning objectives: <ul style="list-style-type: none">• To understand that children born preterm are at risk of special educational needs and poor academic attainment.• To identify which school subjects children born preterm are most likely to struggle with.
3	Cognitive and motor development following preterm birth Learning objectives: <ul style="list-style-type: none">• To understand that children born preterm may have difficulties with IQ, processing speed, working memory, and hand-eye coordination.• To understand how these difficulties may impact on learning.
4	Behavioural, social and emotional outcomes following preterm birth Learning objectives: <ul style="list-style-type: none">• To understand that children born preterm may be withdrawn, anxious, and inattentive, and have difficulties developing relationships with their peers.• To understand that children born preterm don't tend to be disruptive so their needs may be overlooked in the classroom.
5	How can education professionals support children born preterm? Learning objectives: <ul style="list-style-type: none">• To understand what kind of strategies might be helpful for supporting children born preterm.• To understand that preterm birth is a risk factor and an individual assessment is always necessary to provide appropriate support.

Table S2. Statements for assessing confidence in supporting the learning of children born preterm.

Responses for all statements comprised Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. Responses were dichotomised (strongly agree/agree versus neither agree nor disagree/disagree/strongly disagree) for analysis.

Item	Statement
1	I feel adequately equipped to support the learning of children born preterm
2	I feel confident in supporting the learning of children born preterm
3	I have received sufficient training about the effects of preterm birth to support the learning of children born preterm
4	When I encounter a child who struggles at school/in the classroom, I consider whether or not they were born preterm

Table S3. Statements for assessing participants' opinions of the utility of the e-learning resource.

Responses for all statements comprised Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. Responses were dichotomised (strongly agree/agree versus neither agree nor disagree/disagree/strongly disagree) for analysis.

Item	Statement
1	The e-learning resource held my interest
2	I enjoyed using the e-learning resource
3	I found the e-learning resource easy to use
4	The e-learning resource was pitched at the right level
5	The visual elements added to my understanding of the topic
6	The audio commentaries and case studies were engaging
7	I would prefer to use the e-learning resource than read written information
8	It was clear from the learning objectives what was in each section
9	I would recommend the e-learning resource to other education professionals
10	The quizzes were valuable in showing me what I had learned